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ABSTRACT

There are numerous signs that the focus in high school is widening to give seniors more freedom in selecting the academic components of their final secondary school year. This issue describes the ways in which 10 schools, in cooperation with colleges and universities, are making college courses and college credit available to hign school seniors. (Author/MLF)

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Vol. 5, No. 2 December 1975

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COLLEGE COURSES: A TWELFTH GRADE OPTION

A Road Too Often Taken

Until a few years ago, only a single path existed from the end of the eleventh grade to the high school diploma. No matter a student's credit rating or intellectual competency, at the beginning of the twelfth year each senior was expected to: (1) take at least four of the classroom courses offered by the school; (2) attend class regularly for the mandated 180 days from September to June; and, though never set down in school board regulations, (3) keep under reasonable control the boredom and frustrations this one-track senior year seemed to produce. To be sure, ways of getting off this limited access/exit route were opened to a few students. For instance, seniors in some vocational programs could spend as much as half of their final year on off-campus job placements, and a handful of able and venturesome youngsters were able to persuade some equally venturesome colleges to admit them at the end of their eleventh grade prior to graduating from high school.

By enriching the content of courses available to seniors, as many schools have done over the last dozen years or so, and by giving young people more freedom in selecting the academic components of their final secondary school year, the straight-line characteristic of the typical senior year has been modified a bit. Nonetheless, the twelfth grade has continued to be essentially a one-model year.

A New Route Surveyed

Now, though, there are numerous and convincing signs that this one-model design is being discarded, that the focus of the senior year is being shifted dramatically, and that these changes are creating a new role for the high school. This is to say, evidence indicates that within a very few years:

- The twelfth grade program everywhere will expand to include a variety of major options--only one of which will be in-school course work of the sort that predominates now;
- Students will be planning and constructively using the senior year as a period of transition between secondary school and subsequent activities, academic and otherwise, rather than as the nine-month apogee it now is for most students; and

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- While it no doubt will be directly responsible for the operation of one or more of these major options for students, the secondary school's primary task will be developing, coordinating, and supervising an array of options to which other agencies and individuals contribute. In other words, to use a phrase from Youth: Transition to Adulthood, "school personnel would then also plan to be the main agents of the young, acting in their interests in employing other institutions of the community."

Naming some of the options many schools are presenting to their twelfth graders, and sometimes to their underclassmen, shows the range of the efforts now being made to free the senior year from many of its traditional constraints. (The word "option" seems preferable to "alternative" in this context because the latter carries an either/or connotation and the implication of a program for a limited section of the student body, whereas "option" suggests no such conditions.) Some of the available options, then, are:

✓ Work/study plans such as released time for jobs, cooperative education, career-education related activities, and apprenticeships;

✓ Credit-by-examination for "learning by experience" and through correspondence courses;

✓ Community service, which may or may not be related to an established school course or program;

✓ Advanced Placement and other modifications and additions to course offerings for college-oriented students;

✓ Independent study projects for motivated students, sometimes sponsored and supervised by non-school personnel;

✓ Off-campus study experiences such as special community-based seminars, short-term institutes in other schools or at out-of-town sites, and travel-study programs;

✓ Early graduation, which is a different kind of option, but a choice that a growing number of secondary schools are presenting and that many students are making, as discussed in the October 1975 issue of the NASSP Practitioner; and

✓ College courses/college credit study plans open to young people while they still are high school undergraduates.

The degree to which options such as they are infusing twelfth grade programs is illustrated by information provided by John J. Beck, Jr., principal of Plattsmouth (Neb.) Senior High School as background for the details of that school's college-course plan. Beck wrote:

> We have a senior class of 129 this year. Of this total, 27 are in the Distributive Education program, 10 are in the Vocational Special Needs program, 10 are part-time students who work, and 36 are enrolled in the college credit program. We have, therefore, 64 percent of the senior class choosing an option to being full-time high school students.

Where That Route Can Lead

The remainder of this issue of CR is given over to descriptions of the ways in which a sampling of schools, in cooperation with colleges and universities, are making that last option--college courses and college credit--available to their seniors.

There is diversity in the conditions under which the college-credit option operates, as is evident from the case reports that follow; for instance:

—the option is found in schools of all sizes;

—it is sponsored by both public and non-public colleges and universities, and by both four-year and junior colleges;

—some classes are held in the high school, others at the college;

—sometimes regular "college catalog" courses are offered, but frequently school-developed courses approved by the college faculty are used;

—instruction is sometimes provided by college faculty, but in many instances high school teachers approved by the college are used;

—sometimes students may receive both school and college credit, but plans may rule out "double dipping."

At the same time, as the case reports also show, there are some important similarities among the operating conditions; for example:

—participation is voluntary on the part of the school or school system;

—a formal, written agreement spells out the specifics of the cooperative endeavor;

—young people involved have standing as both high school and college students, with corresponding rights and privileges; and

—students' grades are entered on the usual college or university records, and a regular college transcript good for transfer credit is issued as needed.

The diversity and, at the same time, the similarity among the ways in which College Courses: A 12th Grade Option is taking shape can be seen from the experiences of five high schools located in various parts of the country and of about average size, starting with Plattsmouth High School, which was mentioned above.

PLATTSMOUTH HIGH SCHOOL, Plattsmouth, Neb. 68048

Contact: John J. Beck, Jr., principal

It was in 1973-74 that college courses were first offered to seniors in the top half of their class through cooperation with Peru State College, located about 50 miles from Plattsmouth. That first year, the possibilities were only two: one English course and a math course. This year, students are enrolled for a total of more than 250 hours of college credit in the following offerings:

Fall Semester	Spring Semester
English Composition (3 cr.)	Appreciation of Literature (3 cr.)
Fundamentals of Mathematics (5 cr.)	Fundamentals of Mathematics (5 cr.)
Calculus (full year, 5 cr.)	Calculus (cont.)
General Biology--Plants (3 cr.)	General Biology--Animals (3 cr.)

After completing these courses students are given deferred Peru State College credit. After graduation from high school, copies of their school transcripts are sent to the college registrar, who at that point validates the work for college credit and posts the credit on the student's official Peru State College record for subsequent use there or at some other college. Plattsmouth High students take these college courses above and beyond the requirements for high school graduation; the college courses are not counted toward high school requirements.

The courses are taught at the high school by qualified members of the high school staff. This means that they have:

- been recommended by the Plattsmouth administration,
- been approved by the appropriate dean at Peru State College,
- a masters degree in the subject taught,
- taught at least two years, and
- submitted their own college transcripts to be filed with those of other college instructors.

Course outlines and syllabi used by campus instructors for comparable courses are used in the high school courses, and the same is true of textbooks. The school plans to add to the course offering as soon as teachers with the requisite qualifications and time become available.

9 ROY HIGH SCHOOL, 2150 West 4800 South, Roy, Utah 84067
Contact: Darrell K. White, principal

Roy High School cooperates with Weber State College in Ogden, Utah, in offering a program it calls the "College Freshman Year on the High School Campus." This Roy/Weber plan is modeled on the CEEB Advanced Placement Year model but with the local provision that a student who gets a mark of three or better on the examinations covering three AP courses given by the school will be given 45 quarter hours of credit at Weber State College.

In addition to the AP course plan, two other avenues are open to Roy High students to do college-credit level study. One is to design and carry out an independent study project under the joint supervision of a high school teacher and a college faculty member. Wherever possible, such a project is assigned a regular college course number, and credit ranges from one to six quarter hours, depending on the nature of the project.

The other avenue, which is taken when a student is ready to do work in an area for which the school does not offer an AP course, is registering for a course or courses on the Weber campus, where the student is subject to the same regulations and expectations as full-time college students.

Students apply for admission to the CFYHSC program, and are screened by a faculty committee who base their decisions on standardized tests, course grades, and teacher recommendations, this last carrying the greatest weight.

The program at the high school is directed by a committee made up of all the AP teachers, the director of guidance, and the principal, who serves as chairman. A corresponding committee at Weber State College is chaired by the director of the College Honors Program.

HIGHLAND PARK HIGH SCHOOL, Highland Park, Mich. 48203
Contact: Clarence L. Stone, principal

For several years, the high school has cooperated with Highland Park Community College in a program that makes it possible for advanced students in the high school to take courses at the college at no cost to the student. In general, students eligible to participate are those who have completed all the high school courses in a particular field and have the ability and desire to go on to more advanced work in that or some other college-level subject. The school's assistant principal for counseling and a specially designated college liaison counselor are responsible for articulation between school and college.

High schoolers who attend the college may take any course offered there, but the tendency has been to concentrate on English, science, mathematics, foreign languages, psychology, and sociology. Students who attend enroll in regular college courses; there are no slower paced or other courses especially designed for these young people.

As far as course credits are concerned, the student may choose to apply credits earned in college courses either toward high school graduation requirements (up to a maximum of 20 credits) or toward a college degree; that is to say, "double dipping" is not permitted at Highland Park, nor at most other Michigan colleges and universities.

At present, 19 high school students are enrolled at the college, and over the past three years 220 young people have taken advantage of this option.

PRESQUE ISLE HIGH SCHOOL, Presque Isle, Me. 04769
Contact: Romeo O. Marquis, principal

The local branch of the University of Maine opens to Presque Isle High School students any college courses they are interested in and ready for, and which are not offered by the high school. Admission to the program depends primarily on the high school guidance counselor's recommendation. Once admitted a student may enroll in any appropriate course that has seating space available.

Successful completion of a college course gives the student both school and college credit, with a six-unit college course being equated to one Carnegie unit for school record purposes. High school students who take courses at the University pay tuition fees at the same rate as any regular university student.

This option is also available at the other branches of the University of Maine, and participation is open to students in any state high school that is close enough to a branch to make part-time attendance feasible.

CENTRAL COMMUNITY HIGH SCHOOL, Box 97, Clifton, Ill. 60927
Contact: Stanley L. Smith, principal

The characteristics of the options open to seniors in this high school, which serves the communities of Ashkum, Chebanse, and Clifton in northeastern Illinois, can be best spelled out by direct quotations from letters written by the principal in response to CR's inquiries. Wrote Smith,

> The second semester last year we added three options for our seniors other than attending classes full time: (1) early release, which means a student terminates at the end of his or her seventh semester but does not receive a diploma until the end of the eighth semester; (2) attend high school half a

day and junior college the other half, earning college credit in escrow; and (3) attend school half a day and work the other half. These three options were available for those seniors who qualified (enough credits for graduation by the end of the eighth semester). The only change in the program this year was that qualified students may attend junior college on a half-time basis all year, but students who work may do this still only in the eighth semester.

What probably got us thinking about this was the attitude of students today. They question many things, and one was the requirement by the school board that they needed four years attendance for graduation purposes. To tell the truth, we could not come up with a worthwhile reason other than maturity.

The senior class last year had 132 students, of whom 69 (52 percent) elected one of the three options other than full-time attendance: 23 enrolled in courses at Kankakee Community Junior College, 41 got jobs, and five chose early release, though 33 had qualified for this option.

Smith gave his own appraisal of the senior option program, now in its second year, stating, "I believe it to be working very well," going on to say:

This pretty much eliminates the feeling that 'I have nothing left my senior year to challenge me' or the feeling that 'I am here just because the school requires four years of attendance even though I have enough credits for graduation.'

■ In almost all instances, college courses open to high schoolers are taught either on the high school campus by selected high school teachers or on the college campus by regular college faculty members, as the foregoing cases illustrate. A few plans, though, bring college instructors to the high school to give there some of the same courses they offer on the college campus. Here is one example of that pattern.

e g BISHOP KEARNEY HIGH SCHOOL, 60th St. and Bay Parkway, Brooklyn, N.Y. 11204
Contact: Sister John Crucis, principal

Bishop Kearney High School's "Save A Year" (SAY) program, which is carried on in cooperation with St. Joseph's College, permits selected twelfth grade students to take a full schedule of regular college freshman courses that are taught at the high school by St. Joseph instructors, and a year later to continue their college studies with sophomore standing. In 1974-75, 31 students were in the SAY program, and currently there are 26.

Seniors in the SAY program hold dual enrollment; that is, they are considered in all essential respects to be full-time students at both Bishop Kearney and St. Joseph's. This means, for example, that they are eligible for college scholarships and other financial aid on the same basis as any freshman, but they can participate in high school activities like all other seniors.

But there are exceptions to this duality. One is that school credit is not given for the college courses, and students must meet the school's basic twelfth grade course requirements (health, religion, P.E., English, and history) by taking extra classes as juniors or through special programing in the twelfth grade.

And perhaps of even greater practical significance, the duality also does not extend to the paying of tuition fees! (The high school in this case like the college is a non-public institution.) SAY students pay only the St. Joseph's tuition fee; charges for their senior year at Bishop Kearney are waived. (Another kind of "double dipping," one might say.)

The program is a substantial success as indicated by college course marks. Average grades for students in the SAY plan last year ranged from about B- to A, and 10 of the 31 were on the Dean's List.

As one would expect, practical considerations have led most high schools to develop and operate their plans for offering college courses as a senior option in cooperation with some one college or university. Here and there, however, a secondary school has found it possible to enlarge the scope of this option by establishing cooperative relationships with several institutions of higher learning. Hall High School in West Hartford, Conn., is an example.

WILLIAM H. HALL HIGH SCHOOL, 975 West Main St., West Hartford, Conn. 06117
Contact: Robert E. Dunn, principal

The primary college-course option at Hall High School runs in cooperation with the University of Connecticut. Currently 134 students are taking advantage of this cooperative plan. The school also has an agreement with UConn whereby students who are taking Advanced Placement courses and meet established standards in those courses can receive credit for their work at both Hall and the university. About 90 young people are now enrolled in such courses.

In addition, some Hall students are taking courses at the University of Hartford, Trinity College, Hartford College for Women, and Central Connecticut State College.

The UConn-Hall cooperative courses are taught at the high school by members of the high school faculty. In writing about the arrangement, Robert Geagan, a housemaster at Hall, noted:

> For UConn courses, our teachers and curriculum have to be approved by the university. Once teachers and curriculum are approved, students sign registration cards for UConn and submit transcripts and test scores. UConn then approves the students for its part of the program. The students then receive our grades at both Hall and UConn as well as credit at both.

A few particulars about the structure of this cooperative plan in two subject fields may help further to clarify its operation:

- History and Social Studies

Course at Hall:	Modern European History, similar to UConn's course #112
Credit:	3 credits
Enrollment:	20-30 per year
Faculty:	Hall teacher, who is an adjunct member of UConn staff
Curriculum:	Jointly agreed on by UConn and Hall teachers

- Foreign Language

Course at Hall:	French 167-168
Credit:	6 credits
Enrollment:	13 advanced French students who chose the Cooperative program rather than the AP program
Faculty:	Hall teacher approved by UConn
Curriculum:	Suggested by UConn French Department, adapted by Hall

There is also a cooperative program with UConn in mathematics, which provides for school and university credit for a course in the calculus taught at the high school by school faculty members. In addition, students who finish calculus as juniors can take math courses at Trinity and the University of Hartford.

It is hoped that students are attracted to college courses as a senior option mainly by the educational sense they make. Nonetheless, the financial advantages as a persuader must not be belittled, because, as Dunn and other principals have observed,

> In addition to the academic growth to be gained by students, the economic advantage is not to be ignored. One year of college (which has been achieved through this program by some students) is worth money. In short, the program is, in my view, one of the best things we have going at Hall these days.

■ Practically all college-courses-as-a-twelfth-grade-option programs are comparatively new, but some are quite new. Contacts made in developing this issue of CR make it possible to report on one such program that is now in only its first semester, but which had a great deal of careful planning. Some of that background, as well as the specifics of the operating plan, can be informative--and reassuring--to those hoping to introduce this option to the young people they are working with.

OSHKOSH HIGH SCHOOLS, Oshkosh, Wis. 54901
Contact: Carl Traeger, principal, West High School, 375 North Eagle St., or
Ralph Lesnick, coordinator of secondary education, 215 South Eagle St.

The Accelerated Placement Program, recently renamed, is a cooperative endeavor on the part of the University of Wisconsin-Oshkosh and the two Oshkosh high schools. The plan went into operation last September when high school students could select from about a dozen university courses that had been approved by the schools and the university for dual credit. Additional courses are being reviewed this fall, and the expectation is that as many as 40 will be on the approved list by the second semester.

The approval process relates to the dual credit provision--for instance, university courses that essentially duplicate high school courses are not approved--and to the paying of university tuition fees. The current agreement provides that students who enroll in courses accepted for the cooperative program are to pay the regular tuition fees when they register, but that those fees will be refunded by the public school system on getting evidence that the course was satisfactorily completed. (Some students may choose to take courses other than those on the approved list, but if they do they are not eligible for school credit or for the refund of fees.)

The courses on the dual-credit list are regular university courses given on the UWO campus by university faculty members, and university students as well as high schoolers are enrolled in them. For the purpose of academic bookkeeping, six university credit-hours are considered the equivalent of one Carnegie unit.

This semester, 23 students from the two high schools are participating in the program which "is designed to serve the needs and interests of individual students and their families by combining the broad educational resources of high school, university, and community in order to provide 'double value' for the same expenditure of time, effort, and money."

Students not only receive dual credit, but also have privileges as both high school and university students. For instance, they have access to such university services as counseling, career advisement, and library and media resources. As a

general rule, though, students enrolled for dual credit are considered to be high schoolers when it comes to participation in extracurricular activities.

Carl Traeger, the principal at West High School, sent the editor some notes on the development of the program. Among other things, he wrote:

> About a year or so ago, Dr. Robert Birnbaum, the new chancellor at the University approached our superintendent of schools, Dr. Joseph Pellegrin, with another idea: Why not permit members of the senior class to enroll full time at the university and receive dual credit? In other words, why duplicate offerings? Lots of meetings, knotty problems, and, some decisions later, our plan was produced.
>
> Basically, the teachers were concerned that the loss of a sizeable number of students would affect our high school program adversely, and probably cause some of our staff to lose their jobs. Furthermore, it seemed obvious to some that the university might be trying to increase its somewhat dwindling enrollment at our expense.
>
> In the end, though, some sort of reason prevailed when the threatening aspects of the situation were at least partially overcome because of the very modest beginnings. We have had our birth pains and are now experiencing some growing pains, but I think with added understanding things will work out.

The current plan is more modest than that proposed by the chancellor in one important respect: it does not, at the moment, envisage youngsters spending the entire senior year at the university, though that possibility is not completely ruled out.

To an outsider it seems apparent that the close and continuing relationship between the schools and the university is a major source of strength of this program. For instance, the university trusts school personnel to make many decisions on admission and course selection, and a university staff member spends a day a week in the schools, talking with students and teachers as an aid in the coordination of the plan. And school and university personnel meet regularly to iron out difficulties and to look ahead. A meeting of this kind in early October produced this list of problems:

- ✓ Need for a new title. The program was not intended to be an Accelerated Placement Program, but one that would provide youngsters with opportunities the schools could not furnish. The schools and university have agreed to rename it the Cooperative Academic Placement Program (CAPP).
- ✓ Need to avoid duplication of programs--in foreign languages, etc.
- ✓ Need planning time for coordination.
- ✓ Need to find a way to share both risks and benefits. How to minimize the threat to job security?

An eight-page description of the program, including a list of courses, available in the spring semester has been published for student and parent use. A copy of this new CAPP brochure can be obtained by writing Carl Traeger with 25 cents for postage.

The last two college-course plans to be described are alike in two important respects: (1) each is university-sponsored and is open to schools beyond the local community, and (2) in both programs university courses are conducted in the cooperating high schools and are taught by high school faculty. True, these conditions exist in some of the cases already presented, but they are especially noteworthy in the programs available at St. Louis University and Syracuse University.

LINDBERGH SENIOR HIGH SCHOOL, 4900 South Lindbergh Blvd., St. Louis, Mo. 63126
Contact: LeRoy Amen, principal

Lindbergh is one of 25 high schools currently taking advantage of a plan started in 1958 by St. Louis University to provide an academic challenge to able high school students, especially those who have completed most or all of the requirements for graduation. Titled the 1-8-1-8 Program because it was initially thought of primarily as a way of reducing the customary 16 years of school and college by two years, the program no longer has a primary focus on a reduction in the time spent in school, though it can have that result for an occasional boy or girl.

The 1-8-1-8 courses are taught by high school teachers who have been approved by the university for this purpose. To obtain such approval, a teacher must have at least a masters degree, and must submit two recommendations, including one from his principal. The applicant is also interviewed by members of the university department involved. The first year's approval is probationary, but if all goes satisfactorily that year the approval is continued indefinitely.

The course or courses a teacher wishes to offer within the 1-8-1-8 framework must also be approved by the university. The teacher in consultation with the appropriate university department prepares a syllabus which is submitted to the department for official approval. In contrast with the "certifying" of a teacher, the course-approval process must be repeated for each course offering.

Tests, including final examinations, are prepared by the teacher. The final exams, however, are developed in consultation with the related university department. These final exams are graded by the teacher, excepting those in mathematics, where departmental policy requires that all finals in freshman courses be graded by the department.

The university strongly recommends that only students who can be expected to get at least a grade of B should be admitted to 1-8-1-8 courses; and if it appears by mid-term that that standard is not going to be met the student is strongly advised to drop the course, though it is possible to remain for high school credit alone. The university will accept no more than 30 credit hours toward university graduation earned through 1-8-1-8 courses.

About 140 Lindbergh students took 1-8-1-8 courses during the 1974-75 school year. (A majority of these were seniors, though juniors are eligible.) Courses in the fields of English, French, German, and Spanish were the most popular, with American history and calculus also attracting considerable numbers. Most of those students were enrolled for only one university course, but about 10 percent took two. The special $10 per credit hour fee is paid by the student.

Grades are recorded on university records in the same way as the grades obtained by other students. The high school graduate who wishes to use such course credits toward a degree at some other institution will be issued a regular university transcript. Experience has shown that students who move their 1-8-1-8 credits elsewhere experience no more difficulty in making the translation than is normal to that

process. Such is the consequence, no doubt, of the university's overall academic standing coupled with the care it and the cooperating schools have exercised in making certain that the instruction, in content and quality, more than meets basic university expectations.

Further information about the 1-8-1-8 Program from the university's point of view can be obtained from the director of the plan, Eugene E. Grollmes, S.J., St. Louis University, 221 N. Grand Blvd., St. Louis, Mo. 63103.

PROJECT ADVANCE, Center for Instructional Development, Syracuse University, 115 College Place, Syracuse, N.Y. 13210
Contact: Robert M. Diamond, director, or Robert E. Holloway, associate director

Project Advance came into being about four years ago when a number of school administrators in the Syracuse area appealed to the university for assistance in developing programs that would be more valuable and attractive to college-bound seniors than most twelfth grade curricula were. The university asked Robert Diamond, its assistant vice chancellor for academic affairs and director of the Center for Instructional Development, and the CID staff to take the lead in a cooperative search for a significant and workable response to this call for help, with the New York State Department of Education contributing to that search and subsequent development activities.

From its initial year, 1973-74, when nine New York State school systems joined with the university in what was considered a pilot year, participation has grown to the 60 school systems and the 3,500 students who are moving ahead with Project Advance this present school year. The 60 are found in all parts of the state, from Buffalo to Long Island, with a spill-over to one or two schools in nearby New Jersey. Because of the involvement of the State Education Department and for other practical reasons, full participation has been primarily limited to New York State high schools. Being in the immediate university neighborhood has not proved to be a requisite for successful use of PA courses, however.

The Center for Instructional Development was established by Syracuse as a resource to which departments and other university units could turn for assistance in improving their curricula, and the quality of this service no doubt was a major factor in bringing university and high school personnel together to create a new program for high schoolers that would draw on staff and other resources at both levels and which would consist essentially of courses that had been or would be developed in the first instance for university use. The courses selected:

- ✓ Have to be individualized in their structure, providing the student, when appropriate, with variable credit options and content choices,
- ✓ Can be taught by trained high school teachers as part of their regular teaching loads,
- ✓ Can be taught without conflicting with the regular schedule of the student, and
- ✓ Can be implemented in schools outside the immediate Syracuse area.

This year, six courses are available to schools participating in PA: Freshman English, Psychology, Sociology, Human Values, Calculus, and Music.

A few lines from the prospectus for the English course suggest the application of the first criterion listed above.

> The course is divided into three levels or tracks. The diagnostic test which you take during your first class session helps to determine your level assignment. The three levels are:
>
> I. Basic Skills Track (no university credit), designed to correct your specific writing errors,
>
> II. Essay Writing Track (1 credit), designed to help you achieve the level of writing proficiency required for your work at Level III,
>
> III. Literature and Independent Writing Track (2-6 credits).

Here are brief comments in answer to questions often asked about PA. Equivalency of school and college instruction is maintained by use of same materials and course outlines, blind reading of examinations at both levels, and conferences.... Teachers are trained through workshops and frequent contacts with the Project staff ....Students pay a $50 tuition fee for 3 credits to the University to cover administration cost (but the schools usually have resources to cover this fee when necessary)....In the first two years Project Advance students transferred credit and obtained course waivers at more than 100 institutions besides Syracuse....All Project Advance course materials can be purchased by other schools, in and out of New York State....The University believes that while a few hundred miles between it and a school need not be a major handicap, at some point travel and other costs become excessive, and, therefore, the Project Advance staff recommends that other states or regions consider establishing their own comparable programs, making whatever use they wish of the Syracuse materials and experience.

And one final observation that may be off the theme but which has its own relevance: Many of the schools offering Project Advance courses, as well as others that provide college-courses as a twelfth grade option and also use high school faculty as teachers, note that this contact is influencing in desirable ways instruction in other related courses in the school.

KUDOS.....The editor is grateful to the principals and their associates in the schools named in these pages for their graciousness in providing the information from which the case reports included in this issue of CR were prepared. In every instance, more information was provided than could be used here, but happily, in every instance also, there is assurance that an inquiry by a reader will produce that additional information and more.

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